

OFFICE OF SCHOOL IMPROVEMENT

SUPPLEMENTAL EDUCATIONAL SERVICES Application Review Consensus 2008-2009

Entity Name: _____

Criterion	Consensus Score	Minimum Score Needed	Minimum Score Met? (yes or no)
1		4	
2		4	
3		2	
4		2	
5		3	
6		2	
7		4	
8		2	

$$\begin{array}{ccccccc}
 \$2000.00 & \div & \underline{\hspace{2cm}} & = & \underline{\hspace{2cm}} & \geq & \underline{\hspace{2cm}} \\
 \$2000.00 & \div & \text{Maximum fee per hour} & = & \text{Hours of instruction} & \geq & \text{Minimum number of hours for academic success}
 \end{array}$$

Met minimum score in each Criterion?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is hourly rate likely to allow minimum hours of instruction?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Total Points:		

**2008-2009
Supplemental Educational Services
Application Rubric**

Entity Name:	Reviewer:
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Criterion 1		Minimum Score Required: 4			/8 Points
0 points <input type="checkbox"/> Applicant does not provide a response. <input type="checkbox"/> Response does not address the question.	2 points <input type="checkbox"/> Data does not demonstrate a positive impact on academic achievement for the intended subject areas and grade levels particularly for low-income and/or underachieving students.	4 points <input type="checkbox"/> Data demonstrates a positive impact on other independent, valid and reliable assessments (e.g., provider-administered pre- and post assessments, teacher administered content area assessments) in the intended subject areas and grade levels particularly for low-income and/or underachieving students. <input type="checkbox"/> Data demonstrates a positive impact on course grades or other indicators (e.g., student attendance, behavior/discipline, retention/promotion rates, and/or graduation rates) in the intended subject areas and grade levels particularly for low-income and/or underachieving students. <input type="checkbox"/> Data demonstrates positive feedback from customers (e.g., parent(s)/guardian(s), students, LEAs) in the intended subject areas and grade levels particularly for low-income and/or underachieving students.	6 points <input type="checkbox"/> Data demonstrates positive impact on academic achievement on national and/or district assessments, course grades or other indicators (e.g., student attendance, behavior/discipline, retention/promotion rates, and/or graduation rates) in the intended subject areas and grade levels particularly for low-income and/or underachieving students.	8 points <input type="checkbox"/> Detailed objective information with clearly written examples is provided. <input type="checkbox"/> Data demonstrates positive impact on academic achievement, course grades or other indicators (e.g., student attendance, behavior/discipline, retention/promotion rates, and/or graduation rates) in the intended subject areas and grade levels including state assessments particularly for low-income and/or underachieving students.	

Comments:

Criterion 2		Minimum Score Required: 4			_____/8 Points
0 points <p><input type="checkbox"/> Applicant did not provide a response.</p> <p><input type="checkbox"/> Response does not address the question.</p> <p><input type="checkbox"/> Response provides no objective evidence of quality, research-based instructional effectiveness in increasing academic achievement.</p>	2 points <p><input type="checkbox"/> Few of the major elements of the instructional program, including specific instructional strategies, time on task, special instructional materials, use of technology, and other relevant program components are identified.</p> <p><input type="checkbox"/> Research information does not demonstrate a clear relationship between instructional strategies and increased student academic achievement in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p> <p><input type="checkbox"/> It is difficult to ascertain how the research is connected to the instructional strategies and other major components of the program.</p>	4 points <p><input type="checkbox"/> Some of the major elements of the instructional program, including specific instructional strategies, time on task, special instructional materials, use of technology, and other relevant program components are identified and supported by research.</p> <p><input type="checkbox"/> Research is cited that will allow a qualified educator to reasonably assume that the identified program components and specific instructional strategies are related to increasing student academic achievement in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p>	6 points <p><input type="checkbox"/> Most of the major elements of the instructional program, including specific instructional strategies, time on task, special instructional materials, use of technology, and other relevant program components are identified and supported by research.</p> <p><input type="checkbox"/> Research clearly indicates that most of the instructional strategies, and major program components, have a history of increasing student academic achievement in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p>	8 points <p><input type="checkbox"/> All major elements of the instructional program, including specific instructional strategies, time on task, special instructional materials, use of technology, and other relevant program components are listed and supported by research.</p> <p><input type="checkbox"/> Research clearly indicates that each instructional strategy, and each major program component, has a history of increasing student academic achievement in the intended subject areas and grade levels particularly for low-income and/or underachieving students.</p>	
Comments:					

Criterion 3 Minimum Score Required: 2 _____/4 Points				
0 points <input type="checkbox"/> Applicant did not provide a response. <input type="checkbox"/> The response does not address alignment to Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework.	1 point <input type="checkbox"/> Insufficient evidence has been provided to document the alignment to Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework.	2 points <input type="checkbox"/> Less detailed evidence is provided. However, evidence alludes to the instructional program being aligned to Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework. <input type="checkbox"/> Sample student learning objectives that demonstrate alignment to specific Grade Level Content Expectations or High School Content Expectations are not provided.	3 points <input type="checkbox"/> Detailed evidence is provided that demonstrates the instructional program is aligned to specific Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework. <input type="checkbox"/> Sample student learning objectives that demonstrate alignment to specific Grade Level Content Expectations or High School Content Expectations are not provided.	4 points <input type="checkbox"/> Detailed evidence is provided that demonstrates the instructional program is aligned to specific Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework. <input type="checkbox"/> Sample student learning objectives that demonstrate alignment to specific Grade Level Content Expectations or High School Content Expectations are provided.
Comments: 				

Criterion 4		Minimum Score Required: 2			_____/4 Points
0 points <p><input type="checkbox"/> Applicant did not provide a response.</p> <p><input type="checkbox"/> Qualifications of the instructors do not meet the minimum criteria.</p> <p><input type="checkbox"/> There is no professional development or supervision plan.</p> <p><input type="checkbox"/> Response does not address the question.</p>	1 point <p><input type="checkbox"/> It appears that instructors meet the minimum requirement of having a high school diploma.</p> <p><input type="checkbox"/> Professional development and supervision plan are minimally addressed but are not systematic.</p>	2 points <p><input type="checkbox"/> Instructors are required to meet the minimum requirement of having a high school diploma.</p> <p><input type="checkbox"/> Most indicators of professional development and supervision are addressed effectively.</p>	3 points <p><input type="checkbox"/> Clearly defined qualifications of instructors are evident and reasonable.</p> <p><input type="checkbox"/> Instructors are selected on the basis of criteria that indicate they exceed the minimum qualifications. Examples may include individuals that are not certified teachers, but that hold a BA or MA.</p> <p><input type="checkbox"/> Most of the professional development and supervision indicators are addressed effectively.</p>	4 points <p><input type="checkbox"/> Detailed instructor qualifications with clearly written examples are provided.</p> <p><input type="checkbox"/> Instructors are selected on the basis of criteria that indicate they exhibit superior qualifications. Examples may include currently or formerly certified English language arts and/or math teachers certified in any state.</p> <p><input type="checkbox"/> There is an effective and ongoing plan for professional development and supervision that addresses instructional strategies, focus on learning, assessment & communication of progress to students, parents and districts, documentation of tutoring sessions and student progress, differentiation of instruction based on diagnosed student needs and feedback to students and employees.</p>	
Comments:					

Criterion 5		Minimum Score Required: 3			_____/4 Points
0 points <input type="checkbox"/> Applicant did not provide a response. <input type="checkbox"/> Response does not address the question.	1 point <input type="checkbox"/> Evidence of objective assessment(s) is not provided. <input type="checkbox"/> Instructional strategies that will effectively differentiate instruction to meet student needs are not provided. <input type="checkbox"/> Instructors rely solely on their own judgment to define student needs and identify instructional strategies. <input type="checkbox"/> There is little evidence that instruction will meet student needs.	2 points <input type="checkbox"/> Objective assessment(s) are infrequent. <input type="checkbox"/> Applicant does not have a systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing program based on student needs. <input type="checkbox"/> Instructional strategies that will effectively differentiate instruction to meet student needs are limited.	3 points <input type="checkbox"/> Applicant describes objective assessment(s) to be used frequently. <input type="checkbox"/> Applicant has a systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing and instructional program based on student needs. <input type="checkbox"/> Instructional strategies that will effectively differentiate instruction to meet student needs are limited.	4 points <input type="checkbox"/> Applicant describes objective assessment(s) to be used frequently. <input type="checkbox"/> Applicant has a systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing and instructional program based on student needs. <input type="checkbox"/> Uses a variety of instructional strategies that will effectively differentiate instruction to meet student needs.	
Comments: 					

Criterion 6		Minimum Score Required: 2			_____/4 Points
0 points <input type="checkbox"/> Applicant did not provide a response. <input type="checkbox"/> Response does not address the question.	1 point <input type="checkbox"/> Applicant provides minimal or no evidence of a plan for communicating student progress to LEA(s)/teacher(s), and parent(s)/guardian(s). <input type="checkbox"/> Applicant provides minimal or no evidence of a process of obtaining parent feedback related to identification of specific instructional goals. <input type="checkbox"/> Applicant provides minimal or no evidence that written progress reports monitoring progress toward specific instructional goals are distributed to the LEA(s)/teacher(s) and parent(s)/guardian(s) are distributed. <input type="checkbox"/> Applicant provides minimal or no evidence that communication between the LEA(s)/teacher(s) and parent(s)/guardian(s) occurs and/or is not documented.	2 points <input type="checkbox"/> Applicant provides some evidence of a plan for communicating student progress to LEA(s)/teacher(s), and parent(s)/guardian(s). <input type="checkbox"/> Applicant provides some evidence of a process of obtaining parent feedback related to identification of specific instructional goals. <input type="checkbox"/> Applicant provides evidence that written progress reports monitoring progress toward specific instructional goals are distributed to the LEA(s)/teacher(s) and parent(s)/guardian(s). Distribution is infrequent (e.g., quarterly). <input type="checkbox"/> Applicant provides evidence that communication between the LEA(s)/teacher(s) and parent(s)/guardian(s) is documented but is infrequent.	3 points <input type="checkbox"/> Applicant provides more detailed evidence of a plan for communicating student progress to LEA(s)/teacher(s), and parent(s)/guardian(s). <input type="checkbox"/> Applicant provides more detailed evidence of a process of obtaining parent feedback related to identification of specific instructional goals. <input type="checkbox"/> Applicant provides evidence that written progress reports monitoring progress toward specific instructional goals are distributed to the LEA(s)/teacher(s) and parent(s)/guardian(s) occur more frequently (e.g., monthly). <input type="checkbox"/> Applicant provides evidence that communication between the LEA(s)/teacher(s) and parent(s)/guardian(s) is documented but occurs more frequently.	4 points <input type="checkbox"/> Applicant provides detailed evidence of an effective plan for communicating student progress to LEA(s)/teacher(s), and parent(s)/guardian(s). <input type="checkbox"/> Applicant provides detailed evidence of an effective process of obtaining parent feedback related to identification of specific instructional goals. <input type="checkbox"/> Applicant provides detailed evidence that written progress reports monitoring progress toward specific instructional goals are distributed to the LEA(s)/teacher(s) and parent(s)/guardian(s) occur often (e.g., every two weeks). <input type="checkbox"/> Applicant provides detailed evidence that communication between the LEA(s)/teacher(s) and parent(s)/guardian(s) is documented and occurs often.	
Comments: 					

Criterion 7		Minimum Score Required: 4		_____/8 Points	
Criterion 7--Section A: Financial Checklist					
Required Documentation				Included? (yes or no)	
Licensure: A copy of your business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status).				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Insurance: A copy of your professional liability insurance or a quote from an insurance agency that reflects your intent to obtain professional liability insurance (Note: the cost of insurance should be included in your organizational budget and your comprehensive list of expenses and resources).				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Cash flow: Organizational cash flow that accounts for all monthly projected revenue and expenses for at least twelve months, ending in June 2009 .				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Expense minimum: Comprehensive list of expenses necessary to serve the minimum number of students identified in the application (See "Basic Program Information" #14).				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Expense Maximum: Comprehensive list of expenses necessary to serve the maximum number of students identified in the application (See "Basic Program Information" #15).				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Cash-on-Hand: Evidence that there is enough cash-on-hand to support the business for at least six months. Examples of sufficient evidence are: savings account or checking account statements, notarized letters from investors identifying the investment amount available, evidence of an available line of credit or loan from a financial institution. The amount identified should be enough to cover all projected revenue and expenses for at least six months for the maximum number of students identified in the application. Narrative text that states the money is available is <u>not</u> sufficient evidence.				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Billing and Payment: Sample invoices and other business documents identifying that a management structure related to billing and payment is in place.				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Financial Narrative: A one page narrative explaining how the financial documents listed above represent a strong business plan.				<input type="checkbox"/> Yes	<input type="checkbox"/> No

Criterion 7--Section B: Financial Checklist Overview					
Are all required documents included?				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Hourly Rate Calculation					
\$2000.00	÷		=		≥
\$2000.00	÷	Maximum fee per hour	=	Hours of instruction	≥
					Minimum number of hours for academic success
Is hourly rate likely to allow minimum hours of instruction?				<input type="checkbox"/> Yes	<input type="checkbox"/> No

Criterion 7--Section C: Scoring			Minimum Score Required: 4 points	
0 points	2 points	4 points	6 points	8 points
<input type="checkbox"/> Financial documents included are not related to the Criterion. <input type="checkbox"/> There is a documented history of formal complaints related to poor business practices such as non-payment of instructors or excessively late invoicing. <input type="checkbox"/> The hourly fee is not adequate to cover identified resources and expenses and not likely to allow students the minimum hours necessary to increase achievement. <input type="checkbox"/> All required attachments are not included.	<input type="checkbox"/> Business license or formal documentation of legal status to conduct business in other state(s) is invalid. <input type="checkbox"/> Insurance documentation provided is insufficient and/or excluded from the list of identified expenses. <input type="checkbox"/> Cash flow documents are unclear and/or do not account for the majority of projected monthly revenue and expenses for at least twelve months ending in June 2009. <input type="checkbox"/> List of expenses is not likely to serve the minimum and maximum number of students identified in the application. <input type="checkbox"/> Insufficient evidence is provided that there is enough cash-on-hand to support the business for at least six months. <input type="checkbox"/> Sample invoices and other business documents are unclear and do not indicate that there is a management structure related to billing and payment in place. <input type="checkbox"/> Financial narrative is unclear and it is difficult to understand how the financial documents represent a strong business plan. <input type="checkbox"/> There is a documented history of formal complaints related to poor business practices such as non-payment of instructors or excessively late invoicing. <input type="checkbox"/> The hourly fee is inadequate and not likely to allow students the minimum hours necessary to increase achievement. <input type="checkbox"/> All required attachments are not included.	<input type="checkbox"/> Business license or formal documentation of legal status to conduct business in other state(s) is valid. <input type="checkbox"/> Insurance documentation provided is comprehensive and included in the list of identified expenses. <input type="checkbox"/> Cash flow documents are reasonable and account for the majority of projected monthly revenue and expenses for at least twelve months ending in June 2009. <input type="checkbox"/> Comprehensive list of expenses is likely to serve the minimum and maximum number of students identified in the application. <input type="checkbox"/> Sufficient evidence is provided that there is enough cash-on-hand to support the business for at least six months. <input type="checkbox"/> Sample invoices and other business documents indicate that there is a management structure related to billing and payment in place. <input type="checkbox"/> Financial narrative provides a reasonable understanding of how the financial documents represent a relatively stable business plan. <input type="checkbox"/> The hourly fee is justified and likely to allow students the hours necessary to increase achievement. <input type="checkbox"/> All required attachments are included.	<input type="checkbox"/> Business license or formal documentation of legal status to conduct business in other state(s) is valid. <input type="checkbox"/> Insurance documentation provided is comprehensive and included in the list of identified expenses. <input type="checkbox"/> Cash flow documents are clear and reasonable and account for the majority of projected monthly revenue and expenses for at least twelve months ending in June 2009. <input type="checkbox"/> Comprehensive list of expenses is likely to serve the minimum and maximum number of students identified in the application. <input type="checkbox"/> Sufficient evidence is provided that there is enough cash-on-hand to support the business for at least six months. <input type="checkbox"/> Sample invoices and other business documents indicate that there is a management structure related to billing and payment in place. <input type="checkbox"/> Financial narrative provides a clear understanding of how the financial documents represent a stable business plan. <input type="checkbox"/> The hourly fee is justified and likely to allow students the hours necessary to increase achievement. <input type="checkbox"/> All required attachments are included.	<input type="checkbox"/> Business license or formal documentation of legal status to conduct business in Michigan is valid. <input type="checkbox"/> Insurance documentation provided is comprehensive and included in the list of identified expenses. <input type="checkbox"/> Cash flow documents are comprehensive, clear, and reasonable and account for all projected monthly revenue and expenses for at least twelve months ending in June 2009. <input type="checkbox"/> Comprehensive list of expenses is more than likely to serve the minimum and maximum number of students identified in the application. <input type="checkbox"/> Comprehensive evidence is provided that there is enough cash-on-hand to support the business for at least six months. <input type="checkbox"/> Sample invoices and other business documents indicate that there is a management structure related to billing and payment in place. <input type="checkbox"/> Financial narrative provides a comprehensive understanding of how the financial documents represent a strong business plan. <input type="checkbox"/> The hourly fee is justified and likely to allow students the hours necessary to increase achievement. <input type="checkbox"/> All required attachments are included.

Criterion 8		Minimum Score Required: 2			_____/4 Points
0 points <input type="checkbox"/> Spelling and grammatical errors are frequent & distracting.	1 points <input type="checkbox"/> Spelling and grammatical errors are frequent & distracting but don't interfere with interpretation of content.	2 points <input type="checkbox"/> Spelling and grammatical errors are present, but don't distract the reviewer or interfere with interpretation of content.	3 points <input type="checkbox"/> Spelling and grammatical errors are hardly noticeable.	4 points <input type="checkbox"/> Tight control over spelling and grammar.	
Comments: 					